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ABSTRACT

Suggestions are offered for faculty, librarians, and administrators to encourage students to make greater use of the library and its resources. The suggestions, developed by faculty and staff of Jefferson Community College (Kentucky) through a cooperative small-group process, are divided into five categories: (1) ways in which faculty can increase students' awareness of the library as a source of knowledge, information, and services (nine suggestions); (2) faculty-initiated activities which lead to student use of the library (12 suggestions); (3) variations on student library assignments (13 suggestions); (4) projects which can be undertaken by library personnel (14 suggestions); and (5) administrative responsibilities (six suggestions). (DC)

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**USED BOOKS:
54 Suggestions
To Increase Library Use**

JEFFERSON COMMUNITY COLLEGE
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The faculty, staff and librarians of Jefferson Community College are proud to present the second in a series of practical guides to improve the academic climate at an institution of higher education. The first pamphlet, Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success, was the product of a mini-group technique which generated ideas on successful teaching practices.

This second pamphlet, Used Books: 54 Suggestions to Increase Library Use, emerged from the same group process in which faculty and staff met in small groups to serve as mini-think tanks. The focus of the sessions was to explore innovative ways to encourage students to make greater use of the library and its resources. Although the six (6) librarians were part of the group process, most of the suggestions came from the approximately 125 faculty members who participated. Thus, the faculty themselves assumed the major responsibility for library use by recognizing and verbalizing the need for library based class assignments. Although styles of instruction differ and every idea cannot be used by every librarian and/or faculty member, we have again demonstrated that we are our own best resource in creating a positive learning environment.

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I. FACULTY/STUDENT INTERACTION

This area focuses on increasing the students' awareness of the library as a source of knowledge, information and services.

1. Emphasize the library as a place to study in addition to doing research. Discourage students from sitting in their cars before classes or loafing if they have an hour between classes.
2. Encourage students to utilize the professional librarians as resource persons doing research in the library.
3. Suggest to students that they form study groups which meet in the library.
4. Ask students to help you do some of your research -- locate information, check out a book, look up some reference material, etc.
5. Faculty who teach Freshman Orientation courses should include a unit on the library. All English instructors should also include a unit on the use of the library.
6. Ask students to research library deficiencies related to your subject area (e.g., "the library doesn't have much material dealing with ____"). Award extra credit as an incentive.

7. Let the students know that you use the library and inform them how you use it, under what circumstances, what books you use most often, and how they help you as a professional.
8. Take a student who is having difficulty with course content to the library and show him/her how and where to locate supplementary materials.
9. Don't let griping or complaining about library assignments deter you -- expectation and performance are closely related.

II. FACULTY INITIATED ACTIVITIES

Each instructor should require the students to utilize the library in his/her course of study. This requirement could be met in many different ways. Several of the following suggestions are recommended for each class so that each student may have repeated exposure to the library.

1. Become thoroughly familiar with the library in your own discipline -- services, resources, materials, books, and periodicals.
2. Use the Reserve shelf to ensure student use; check the names of students who use the service. Review the material periodically to be sure it is current. Include AV materials as well as books and periodicals.

3. Be sure your class syllabus or outline contains library reference material.
4. Place special emphasis on students enrolled in technical programs. Stress the role of knowledge, problem-solving, and technology and how the library can provide practical and useful services.
5. Meet a class in the stack area to point out significant works in your discipline.
6. Use library rooms rather than regular classrooms to show films to small classes.
7. Place study guides, old examinations, and lecture notes in a file in the library.
8. Develop a library "scavenger hunt" for your students. Check with the Librarian to see if the library has materials or information on the list.
9. Have students meet you in the library for conferences pertaining to assignments. Announce that you will keep certain office hours in the library once or twice a semester.
10. Tape (audio or video) an occasional lecture or supplement and place it on the Reserve shelf for required use.
11. Donate some of your reference books (office and desk copies) to the library.
12. Prepare a handout (expansion of course syllabus) detailing the benefits/use of the library for each course. This could be accomplished by program areas (*i.e.*, English, Engineering, Sociology, Nursing).
3. Assign students library projects in order to familiarize them with some of the materials available in the LRC. Such a project might include questions concerning the call numbers, number of pages and location of particular volumes. For example: a. What is the Dictionary of National Biography (DNB)?
(1) How many volumes of the DNB does JCC have?
(2) How many pages are in the DNB article on Shakespeare?
(3) Who were the parents of Henry Howard, Earl of Surrey, and where is he buried?
4. Require students to explore a particular journal. The students should go to the library and review several issues of the journal and subsequently present a report to the class concerning the purpose of the journal, general topics covered, or the newest research in an academic discipline.
5. Require all students to do a book review on a major reference work. The student may select a book of their choice within subject area guidelines.
6. Have the student research the events that occurred on the day of their birth. Check with the librarian to see if enough information is available.
7. Business students could be required to develop a corporation profile from Standard and Poor's resource materials.
8. Set up a Library "Mystery Game" or "Scavenger Hunt" that would be competitive for students; give points for finding things in the Library (small clues), with some type of reward at the end of the semester for the most points. This might be particularly useful in Developmental classes.

III. VARIATIONS ON LIBRARY ASSIGNMENTS

The suggestions below are designed to provide some creative/innovative methods for faculty to assign library projects other than simply "writing a report."

1. Before assigning a major research paper, give a short assignment requiring the student to locate many of the reference sources to be used in the research paper.
2. Structure research projects using the following format:
 - a. Define a problem from the information presented in the text or in class.
 - b. Develop the ramifications of that problem.
 - c. Solve the problem.
9. Meet the students for a library class period or discussion group. Have them define a topic for the instructor so that he/she could present the steps in locating appropriate reference materials. This approach could lead to a search for materials to be used in the next class discussion.
10. Use the library reserve shelf for some of your old tests and quizzes. Tell the students that you will use some questions from the old tests in their next test.
11. Put the answers to textbook questions (end of chapter) on reserve in the library. The instructor could place them on audio tape with an explanation of how the answers were derived.

12. Videotape a few key lectures and place them on reserve in the library. This approach would help students become aware of the latest technology.
13. Place model research papers on reserve in the library.

IV. LIBRARY SERVICES/ACTIVITIES/ ARRANGEMENTS

This area of responsibility lies clearly with the library personnel. The projects require creativity and necessitate both long and short-range planning.

1. Increase faculty awareness of library resources by:
 - a. Making presentations at Division/Program meetings.
 - b. Visiting classes at the invitation of a faculty member.
 - c. Presenting a mini-seminar as a part of the Professional Development program; award Continuing Education Units.
2. Develop a basic pamphlet (similar to If Only I Had Known) for students enrolled in ENG 101.
3. Prepare a videotape or slide presentation on the library and its services. These could be shown in classes prior to a tour or assignment.
4. Advertise some of the relatively unknown resources and services of the library such as:
 - a. Inter-library loan
 - b. Computer searches (Lockheed)
 - c. Typewriter availability
 - d. Popular magazines
 - e. Children's books
 - f. Local/Regional newspapers
 - g. Contemporary films
 - h. Records, cassettes, tape recordings
 - i. Quiet study areas
5. Sponsor special programs such as:
 - a. Book or film review groups
 - b. Storytelling
 - c. Film festivals
 - d. Noon-time or dinner-time forums with brown bagging to include current topics (Astrology, Child Abuse, Drugs, Suicide, Parenting). Coordinate these programs with other campus groups such as CARES, Counseling Center, Study Skills, and Health Services.

6. Advertise library services and resources in the following ways:
 - a. Student Bulletin
 - b. Faculty Bulletin
 - c. Cafeteria and Lounge Areas
 - d. Bulletin Boards
 - e. Restrooms
7. Plan a month-by-month poster campaign featuring a different aspect of the library and its resources.
8. Publicize special times when the library is open but classes are not in session (i.e., Friday after Thanksgiving, pre-semester, Spring break, pre-summer session, etc.).
9. Develop special "library games" in cooperation with faculty that send students on searches of the library. Offer incentives, prizes.
10. Designate QUIET or STUDY areas in the library.
11. Construct "problem solving" displays utilizing materials found in the library.
12. As a courtesy to faculty, forward names of students who use Reserve materials to the instructor who has set aside the materials.
13. Seek assistance from students or classes to maintain and update display cases.
14. Publish a monthly or bi-monthly Newsletter.

V. SUPPORT AND ADMINISTRATIVE RESPONSIBILITIES

These suggestions focus on the administrative responsibilities which are closely related to the four areas above.

1. Provide comfortable climate and temperatures which are conducive to study and research.
2. Insist that the Learning Resources Committee should be more proactive; it should help to function as the Public Relations arm of the Library.
3. Include book-ordering and library services procedures in all Orientation sessions for faculty and staff.
4. Audio-Visual personnel should volunteer their time to meet with classes to explain their resources and how best to utilize them.
5. Schedule a few CE/CS classes (if appropriate) in the library.
6. Add a mini-computer to the library for student use.